



# Yugumbir State School

## Year 2 Yearly Overview Curriculum Plan

### 2023

CARING HEARTS  
ENQUIRING MINDS  
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4	
<b>CLASS TEACHER</b>	<b>ENGLISH – V8 AC</b>	<b>Reading and Writing Poetry</b> Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience.	<b>Exploring Procedural Texts</b> Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.	<b>Exploring Characters</b> Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	<b>Exploring Informative Texts</b> Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	<b>Exploring Plot and Characterisation in Stories</b> Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.
<b>CLASS TEACHER</b>	<b>MATHS – V8 AC– C2C</b>	<b>Unit 1</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.</li> <li>Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.</li> <li>Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</li> <li>Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</li> </ul>	<b>Unit 2</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — recall addition</li> <li>subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add &amp; subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.</li> <li>Fractions and decimals — represent 1/2s, quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</li> <li>Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 &amp; \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</li> <li>Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.</li> <li>Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</li> <li>Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest</li> </ul>	<b>Unit 3</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections.</li> <li>Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</li> <li>Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts.</li> <li>Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</li> <li>Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</li> </ul>	<b>Unit 4</b> Students develop understandings of: <ul style="list-style-type: none"> <li>Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.</li> <li>Fractions and decimals — identify halves, quarter and eighths of shapes and collections.</li> <li>Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.</li> <li>Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</li> <li>Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps.</li> <li>Chance — predict the likelihood of an event based on data.</li> <li>Data representation and interpretation — Use data to answer questions, represent data.</li> </ul>	
<b>CLASS TEACHER</b>	<b>SCIENCE – V8 AC – C2C</b>	<b>Mix, Make and Use</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	<b>Toy Factory</b> Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	<b>Good to Grow</b> Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	<b>Save Planet Earth</b> Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	
<b>CLASS TEACHER</b>	<b>HASS - V8 AC – C2C</b>	<b>Present Connections to Present</b> Inquiry questions: <ul style="list-style-type: none"> <li>How are people connected to their place and other places?</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>draw on representations of the world as geographical divisions and the location of Australia</li> <li>recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another</li> <li>identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale</li> <li>understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility</li> <li>represent connections between places by constructing maps and using symbols</li> <li>examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections</li> <li>respond with ideas about why significant places should be preserved and how people can act to preserve them.</li> </ul>		<b>Impacts of Technologies over Time</b> Inquiry questions: <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life??</li> </ul> In this unit, students: <ul style="list-style-type: none"> <li>investigate continuity and change in technology used in the home, for example, in toys or household products</li> <li>compare and contrast features of objects from the past and present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past and present</li> <li>describe ways technology has impacted on peoples' lives making them different from those of previous generations</li> <li>use information gathered for an investigation to develop a narrative about the past.</li> </ul>		

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SPECIALIST TEACHER	C2C - V8 – HPE – Health	<p><b>My Classroom Is Healthy, Safe and Fun</b> Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p> <p><b>Assignment/Project</b> Students complete an assignment. They answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe actions that help keep themselves and others healthy and safe</li> <li>select and apply strategies to keep themselves and others healthy and safe.</li> </ul>		<p><b>Stay Safe</b> Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p><b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role-play safe behaviours. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe changes that occur as they grow older</li> <li>identify how emotional responses impact on others' feelings</li> </ul> <p>select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.</p>	
	C2C - V8 – HPE – Movement	<p><b>Gym: iMove, iJump, iLand</b> Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p>	<p><b>They Keep Me Rolling</b> Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.</p>	<p><b>Ropes and Rhymes</b> Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.</p>	<p><b>What's Your Target?</b> Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p>
	C2C - V8 – THE ARTS	<p><b>Visual Descriptors</b> In this unit, students make and respond to visual descriptors in artwork viewed and made.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore Visual Descriptors in artworks consisting of art elements including: colour, line, shape, shade</li> <li>Explore different techniques used to produce artworks</li> <li>Discuss different artists</li> <li>Experiment with visual conventions (painting, printing) and media to create their own artworks</li> <li>Discuss and respond to artworks viewed and made</li> </ul>		<p><b>Spatial Dance</b> In this unit, students make and respond to a Mathematic Dance using different conventions that they have been introduced to within their lessons.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore and respond to different types of Dance including: First Nations Dance, different nations dance, and different styles of dance.</li> <li>Use fundamental movement skills to develop technical skills when practising dance steps</li> <li>Present dance sequences including: that include shape, number and measurement.</li> <li>Respond to dance, considering where and why people dance starting with dances of Aboriginal peoples and Torres Strait Islanders peoples and Asian Peoples.</li> </ul>	
	C2C - V8 – THE ARTS - Music	<p><b>Beat Vs Rhyme</b> Perform beat and rhythm independently in a group</p> <ol style="list-style-type: none"> <li>B against R</li> <li>R against B</li> </ol> <p>Listen to a rhythmic pattern consisting of ta and titi:</p> <ol style="list-style-type: none"> <li>Arrange rhythm cards into the pattern</li> <li>Read and clap the pattern</li> </ol>		<p><b>Different Places</b> Compose on the staff a phrase of music about a place and perform on glockenspiel:</p> <ol style="list-style-type: none"> <li>A sentence that answers the question "look out the window, what do you see?"</li> <li>A pattern of rhythm that matches the words</li> <li>A pattern of s-m-l using the notes G-E-A or C-A-D</li> </ol>	
	C2C - V8 – TECHNOLOGIES	<p><b>Digital - Handy helpers (CTC U1)</b> In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> <li>recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>		<p><b>Design: Spin It!</b> In this unit, students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a spinning toy.</p>	